

Attachment D

Guidance Regarding the Comprehensive Needs Assessment

The comprehensive needs assessment process is an essential step in the development of the comprehensive SWP plan because it provides a composite summary of the existing school program. Once school program deficits are determined by the comprehensive needs assessment, a comprehensive SWP school plan can be developed that addresses the needs of all of the students.

The comprehensive needs assessment is a set of survey questions regarding the school's students and programs, staff, and the surrounding community that need to be investigated in order to restructure the school program. The school community, frequently represented by the school leadership team, designs the survey questions based on a discussion of the school's entire program. School representatives then create a survey instrument that is distributed to certificated staff, classified staff, parents, and community groups. Completed surveys are collected and survey results compiled and analyzed by the school community. Once the investigation is complete, a school plan is written that addresses the needs of the school as reflected by the results of the comprehensive needs assessment. Since each school is different, each school plan will be unique because it reflects different student academic and social needs based on the findings illuminated by the comprehensive needs assessment.

The following example illustrates the benefit of completing the comprehensive needs assessment: Comprehensive needs assessment survey results at Washington Elementary School indicate that students who are farthest away from demonstrating proficiency on the state academic content standards could benefit from extended learning opportunities. As a result of this finding, a program is developed and written into the comprehensive SWP plan that provides for extended learning opportunities. The fiscal benefit of the SWP school is that the extended learning program can be funded either by a single source of funding or by a consolidation of multiple local, state and federal funding sources blended together to support the program. Students served by this extended learning program should be the children most in need of the service, regardless of and with no reference to Title I status.

Generally, the comprehensive needs assessment includes questions that provide the basis for an analysis of the following:

- Data relating to student achievement, curriculum and instruction, professional development, and school governance and organization.

- Student data, including disaggregated achievement data analysis, classroom work, attendance data, student transfer data, dropout data, language and ethnicity data, and gender data.
- Student data including student access to books, supplies, extended learning opportunities and other support systems.
- Teacher data, including teacher language fluency, experience, degrees, credentials, and special certification.
- School level data including total instructional full-time employees, class size, instructional dollars per pupil, special grants and funding, support staff, technology available in the school, and staff professional development type and frequency.
- School/family relationship data, including parent participation, parent satisfaction, and parent involvement in planning and implementation, frequency of parent education and training, resources for training, frequency of teacher/parent contact, and frequency of school/parent contact.
- Community data, including poverty level, demographics, housing, employment, business, police department, social service program, homeless, public health, migrant, tribal council, transportation, and parks and recreation.

Comprehensive needs assessment surveys can be distributed and information can be gathered door to door, by phone, by interview, at community meetings, from student data, or by any reliable means.

Analyzing the results of the comprehensive needs assessment surveys is an important and necessary step before the writing and implementation of the comprehensive SWP plan. School staff should use the data compiled as a result of the comprehensive needs assessment process to plan and design the successful comprehensive SWP plan. School staff and communities should discuss the multiple indicators and analyze their impact on the adequate yearly progress of students. The academic progress of target populations should be evaluated. Student programs should be developed and incorporated into the comprehensive SWP plan that meets the needs of students as identified by the comprehensive needs survey results analysis process. Programs included in the SWP plan can be funded by blended state, local, and federal funds. Students served by programs in SWP schools are those targeted as being most in need of the service regardless of their Title I status.